DOCUMENT RESUME

ED 245 308 EA 016 840

AUTHOR Bredeweg, Frank H.
TITLE United States Catholic Elementary and Secondary Schools, 1983-1984: A Statistical Report on Schools, Enrollment & Staffing.
INSTITUTION National Catholic Educational Association, Washington, D.C.
PUB DATE 84
NOTE 23p.; For a related document, see EA 016 841.
AVAILABLE FROM Publication Sales, National Catholic Educational Association, Suite 100, 1077 30th Street, N.W., Washington, DC 20007 ($5.00; deduct 10 percent per copy on prepaid orders).
PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Catholic Schools; Declining Enrollment; *Educational Finance; Elementary Secondary Education; *Enrollment Trends; Minority Groups; *Private Schools; School Demography; School Personnel; Student Teacher Ratio; Tables (Data)

ABSTRACT

The National Catholic Educational Association's historical data (since 1968-69) and current data on schools are presented and their significance and implications discussed. The data include national population, birth rate, and age trends; enrollment trends in public and private schools; and enrollment trends in private schools by religious affiliation. Catholic school statistics include enrollment trends by level, region, type of school, and ethnic composition; pupil teacher ratios; staff employed; and financial data. The report highlights state that (1) the total number of students at public and private schools will continue to decline until the 1990's; (2) private education represents a higher percentage of enrollment in the 1980's than it did in the 1970's; (3) Catholic school enrollments today constitute a smaller share of private education than they did in the 1960's; (4) the percentage of minority students and non-Catholic students in Catholic schools continues to increase; and (5) although Catholic school faculty increased in 1983-84, the pupil teacher ratio declined at the elementary level but remained the same at the secondary level. (MLF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED245308

UNITED STATES CATHOLIC ELEMENTARY AND SECONDARY SCHOOLS 1983-1984

A STATISTICAL REPORT ON SCHOOLS, ENROLLMENT & STAFFING

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

P. Kokus

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EA 016 840

© 1984 National Catholic Educational Association
Suite 100, 1077 30th Street, N.W.
Washington, DC 20007
(202) 293-5954

INTRODUCTION

Every year since the 1969-1970 school year, the National Catholic Educational Association (NCEA) has published statistical reports on Catholic elementary and secondary schools in the United States. Extensive data on these schools and other private schools did not exist prior to that time. This data was needed to understand this significant educational sector, to discuss potential forms of federal and state aid, to inform other educational policy issues, and to encourage improved local management. With the assistance of the Carnegie Corporation of New York and the United States Office of Education, a data base on Catholic schools was established and remains available in the annual publications of the NCEA.

In 1975, the NCEA and the Curriculum Information Center, Inc., began publishing an additional volume. It combined an annual analysis of data on schools, enrollment, and staffing with several charts and, finally, a directory of Catholic schools. This publication is now produced in cooperation with Fisher Publishing Company of Englewood, Colorado, and Market Data Retrieval of Westport, Connecticut.

Readers will find this year's publication contains the core school, enrollment, and staffing data of the NCEA historical data file. As in the past, where similar information is available, comparisons are made with other private schools as well as the public sector. Another publication overviews financial data on Catholic elementary schools. It is entitled United States Catholic Elementary Schools and Their Finances 1984.

Information for this report is gathered from 166 diocesan offices. Sometimes assistance is provided by state Catholic conferences. To these administrators and their staffs, a well deserved word of appreciation is offered.

Gratitude must also be expressed to the staff at Fisher Publishing Company and Market Data Retrieval for their assistance. LaWanna A. Miller of the NCEA staff also assisted in various parts of this project.

Finally, a special word of thanks to Frank Bredeweg, C.S.B., for his analysis of the data. This is a task he has performed for many years. His patience and precision is appreciated.

Interested parties who want to further analyze Catholic elementary and secondary data should write to the NCEA publications office for information on the availability of other publications and a computer tape. NCEA also has available an on-line computer system capable of generating special statistical reports. Write or phone the NCEA Director of Research for further information on what is available and costs.

Bruno V. Manno
Director, Research and In-Service Programs
National Catholic Educational Association (NCEA)
Washington, D.C. 20007
(202) 293-5954

February 14, 1984

HIGHLIGHTS

... current population statistics indicate that the total number of births today is comparable to the 1965-70 period, but is expected to decline again in the 1990's,

... the decline in the number of elementary school-age children is projected to end by 1986, but the decline in secondary school-age children will continue into the 1990's,

... the total number of elementary and secondary school pupils, public and private, will continue to decline until the 1990's,

... private education represents a higher percentage of elementary and secondary enrollment in the 1980's than it did in the 1970's,

... Catholic school enrollments today constitute a far smaller share of private education than they did at their highpoint in the 1960's,

... in 1983-84, there are 7,937 Catholic elementary and 1,464 secondary schools, only 3% fewer than in 1982-83. This is the smallest decline since the 1960's,

... in 1983-84, enrollment in Catholic elementary and secondary schools declined about 58,000 pupils (1.9%) to 2,968,000,

... the percentage of non-Catholic students in Catholic schools increased to 10.6% in 1982-83, compared to 2.7% in 1969-70,

... the percentages of enrollment by grade level reflect a stable pattern and even distribution in both elementary and secondary schools,

... the percentage of minority students in Catholic schools continues to increase, exceeding one-fifth of the total enrollment.

... the 1983-84 full-time faculty in Catholic elementary and secondary schools increased 453 teachers to 146,913,

... the 1983-84 pupil/teacher ratio declined to 22.1/1 on the elementary level, and remained at 16.3/1 on the secondary level.

UNITED STATES CATHOLIC ELEMENTARY AND SECONDARY SCHOOLS 1983-1984

by

Frank H. Bredeweg, C.S.B.

Educators, parents, researchers, political leaders, students, and others continuing to study the relationships of public and private education try to keep in mind at least two guiding principles. First, neither public schools nor private schools constitute homogeneous groups. Schools and school systems differ greatly within their own sector, whether public or private. Problems will therefore resolve differently in one set of circumstances than in another, and developments in one community may not parallel developments and attitudes in another. This is not a consolation to anyone studying the large number of school districts and dioceses, but it seems to be true.

Secondly, private schools are here to stay. They are part of the American educational tradition, are as strong as ever, and will be a part of the future to an extent not yet determined. As for Catholic education, it is not an isolated entity. It is part of private education, a minority partner in the total American educational scene.

The questions under study remain basically the same. Is competition in education healthy and constructive? Do private schools have an understanding of their role as related to the total educational picture? What should be the differences between public and private schools? Are private schools financially viable, or are they living on borrowed time? What can the public sector teach the private sector? Does the private sector contain lessons for the public sector? Would our national elementary and secondary educational level be improved if private schools were structured as partners and assisted financially? The answers are not easy.

Both public and private schools face many problems. Perhaps they can assist one another with today's complex situations. Perhaps each must work out separate solutions. Whatever paths are taken, it is clear that each one must pay attention to the other, and that what one does affects the other.

Accordingly, before discussing Catholic schools, we should reflect upon a few general conditions currently influencing all schools. For example, both public and private schools are affected by the number of school-age children, now and in the future. Also, although some sections of the country have relatively few private school students, the proportion of private to public school enrollments can be extremely significant in a particular locale. Finally, it is important to understand, within the private sector itself, the relative size of the members and their church-relatedness, or lack of it.

The next few pages will provide a statistical overview of these general considerations, as well as comments regarding some current issues. Then, Catholic elementary and secondary education will be analyzed and discussed.

U.S. Population Trends

Current population trends are important to both public and private schools. The birth rate (births per one thousand persons) has risen slightly in recent years but remains far below the 1955 level. Since the population is greater, the number of births is again increasing and 1983's lower birth rate produces about the same number of total births as the 1965-70 period:

Reported	Population	Births	Birth Rate
1955	165,900,000	4,128,000	24.9
1960	180,700,000	4,307,000	23.8
1965	194,300,000	3,801,000	19.5
1970	204,900,000	3,739,000	18.2
1975	213,600,000	3,144,000	14.7
1979	220,600,000	3,468,000	15.7
Projected			
1985	232,900,000	4,008,000	16.8
1990	243,500,000	3,868,000	15.6
1995	252,700,000	3,676,000	14.3

Source: **Statistical Abstract of the United States**, U.S. Department of Commerce, Bureau of Census, 1980 Edition, pp. 6-7.

Population statistics indicate that the number of births in the U.S. began to increase again in 1976, ending the declines which began in the early 1960's. However, total births are projected to decrease again in the 1990's.

Elementary and Secondary School-Age Children

Both public and private education have been affected by the resulting decline in the number of school-age children. The number of elementary school-age children in Fall 1980 fell to 82.4% of the 1970 level, declining from 36,636,000 to 30,199,000.

The number of elementary school-age children (5-13) is projected to increase in 1986, more adults having been of child-bearing age. On the secondary level, the number of school-age children (14-17) will not stop declining until the 1990's, when elementary trends affect it.

The following figures are reported and projected by the U.S. Dept. of Commerce, Bureau of the Census:

	Elementary (5-13)		Secondary (14-17)	
Reported	Children	Index	Children	Index
1970	36,636,000	100.0	15,911,000	100.0
1975	33,439,000	91.3	16,933,000	106.4
1980	30,199,000	82.4	15,764,000	99.1
Projected				
1985	29,098,000	79.4	14,392,000	90.5
1990	32,568,000	88.9	12,771,000	80.3

Source: **Current Population Reports, Population Estimates and Projections**, Series P-25.

Whether elementary and secondary school-age populations ever return to the 52.5 million level of 1970 cannot be reasonably estimated at this time.

Public and Private School Enrollments

The role of private schools as the minority partner in American elementary and secondary education cannot yet be precisely defined for the immediate years ahead, but current enrollment statistics say that it will be a significant one. Private schools served a larger share of elementary and secondary education in 1980 than they did in 1970, 11.1% to 10.5%:

	Total Enrollment	Public		Private	
		Pupils	%	Pupils	%
1970	51,272,000	45,909,000	89.5	5,363,000	10.5
1975	49,791,000	44,791,000	90.0	5,000,000	10.0
1980	46,095,000	40,995,000	88.9	5,100,000	11.1
1985	44,166,000	39,166,000	88.7	5,000,000	11.3
1990	46,667,000	41,267,000	88.4	5,400,000	11.6

Source: **Projections of Educational Statistics to 1990-91**, National Center for Education Statistics (NCES), p. 34

According to the NCES, the private sector will grow to 11.6% of the total enrollment by 1990. As mentioned earlier, private schools are here to stay, and may continue to grow.

Private Education by Religious Affiliation

In 1965-66, Catholic school enrollments constituted about 87% of the private elementary and secondary sector. By 1980-81, this figure had fallen to 63%. While Catholic schools were undergoing re-evaluation, other private schools were opening and enrollments were increasing. The following analyzes private school enrollments:

	Private School Enrollments		
	1965-66	1978-79	1980-81
Roman Catholic	5,481,300	3,269,800	3,135,800
Lutheran	188,500	217,400	218,300
7th Day Adventist	62,600	148,200	-
Baptist	25,200	204,100	233,200
Jewish	52,600	101,800	-
Episcopal	48,600	76,500	-
Methodist	5,600	11,200	-
Presbyterian	4,800	12,800	-
Friends	10,600	14,600	-
Other Church-Related	82,700	281,200	580,500
Total Church-Related ..	5,963,500	4,337,600	4,167,800
Not Church-Related	341,300	746,700	793,900
Total Private Sector ..	6,304,800	5,084,300	4,961,700

Sources: **Statistics of Nonpublic Elementary and Secondary Schools, 1965-66**, NCES; **The Condition of Education**, NCES, 1981 Edition; **The Condition of Education**, NCES, 1983 Edition

Although Catholic schools lost over two million pupils in a little more than a decade, other private school enrollments have increased dramatically since 1965-66. The National Center for Education Statistics does not gather private school data on a regular basis, which accounts for the lack of detail in 1980-81, but the increased demand for private schools is clear. Catholic school enrollments are no longer declining as they were, and this should contribute to an even greater proportion of private school students in the future.

Private Schools as Partners in Education

In 1982, the American Enterprise Institute for Public Policy Research, in Washington D.C., published **Meeting Human Needs: Toward A New Public Policy.** In the section on education, "Private Meets Public: An Examination of Contemporary Education", the authors state:

> The growth of private schooling in the face of public school decline is a challenge of such consequence that policy analysts, policy makers, and public school educators cannot afford to ignore it.
>
> . . . analysis of the motives for attending private schools is necessarily speculative but no less useful for that. Among the motives are such obvious reasons as the desire for physical safety and a disciplined environment. Of great importance to many parents is a school that imparts religious and moral values.
>
> There is a final word on motivation: is it linked to antisocial desires for socioeconomic and racial isolation? Here the evidence is mixed: there are, of course, ignoble motives at work in any social institution, but no evidence supports the idea that established private schools are havens for whites escaping their social responsibilities. The evidence suggests that many private schools have met their social obligations more successfully than their public counterparts.

As enrollment data testifies, an increasing proportion of American parents are supporting nonpublic education. Neither public nor private school administrators can ignore this fact, nor can public policy fail to evaluate this factor in its planning.

Catholic Schools and Urban Problems

Also in 1982 the Catholic League for Religious and Civil Rights published **Inner City Private Education: A Study,** an excellent attempt to fill the research void present whenever private schools and urban education are discussed, which is not as often as it should be. In the summary, the study says:

> In addition to the charge that inner city private school families constitute an elite strata of the inner city, the claim is often made that parents are motivated by religious and sectarian concerns.
>
> This allegation impinges directly on the issue of separation of church and state because if such schools fulfill a predominantly sectarian role, some argue, then public support for them is neither constitutional nor politically appropriate. Equally objectionable to some critics is the presumption that parents are attracted to inner city private schools as a matter of family tradition. Again, this implies the existence of an elite group developed and reinforced through such schools.
>
> None of these conventional preconceptions stands up under analysis. In fact, the emergence of inner city private schools serving minority populations requires the rethinking of a host of stereotypes that have hitherto been applied to private schools.

Catholic schools are justly proud of their contribution to inner city education, further discussed under "Minority Enrollment."

Financing Private Education

The National Center for Education Statistics defines private schools as privately controlled by a nonpublic entity and financed from sources other than public taxation or public grants. Possible state and federal aid to nonpublic elementary and secondary education continues to be debated, despite the U.S. Supreme Court decisions of 1971 and 1973 which denied several states the right to legislate limited financial support. Since that time, private schools have served an even greater educational sector, but with relatively little national attention. The full implications of the 1983 Mueller v. Allen Minnesota statute case authorizing tax deductions for educational expenses are not yet known.

The private school financial situation continues to tighten, however, and should not be underestimated. For example, Catholic school operating expenses have increased dramatically during the past decade, mostly because of efforts to raise salaries. Additional revenue is badly needed. Elementary schools are supported by parish subsidies (46%) and tuition (43%). The total financial value of the services contributed by religious community members and clergy has declined since 1977-78, and this revenue must now be raised from other sources. In an economy which has not been strong, these and other forces have exerted great financial pressure in recent years.

Tax Credits: Reasonable and Helpful

The National Catholic Educational Association has long been a proponent of state and federal income tax credits for part of the costs of attending private schools. Accordingly, NCEA strongly supports the current efforts by the President and many members of Congress to pass legislation to this effect. These tax credits have outspoken opponents and proponents, and all aspects cannot be discussed here. Two comments do seem appropriate.

First, most people across the nation clearly consider nonpublic schools a national asset and acknowledge that private school parents pay a total tax share of public school costs and then support another school of equal educational and social worth. This double-cost of education not only has become too much for parents with children in private schools, but also is basically very unfair. Ironically, our immigrant nation is one ofafew Western Civilization countries that have not corrected this taxation inequity in order to seek the educational benefits to be derived. Canada, most Latin American countries, and most European countries have all distributed government-raised funds in such a way as to assist a private educational sector.

Secondly, the immediate relief provided many private school parents would come at a most opportune time. The financial pressures are currently very great, and the practical implications of tax credits are extremely positive. Tax credits could provide new hope and stimulus in an orderly transition from a revenue picture based upon diminishing parish and diocesan subsidies, and now upon tuition, to a more balanced revenue package reflecting more equitably the involvement of all interested parties. The total costs of education have gone beyond the ability of any single source in most communities, public or private. It is necessary to combine several revenue components to support the expenditure level. Tax credits for private schools could trigger the development of a viable revenue formula by adding a new and marginal revenue source to package with subsidies, tuition, development and fund raising efforts, volunteer work, and donations from religious communities.

Number of Schools

In 1983-84, there were 13 fewer elementary and 18 fewer secondary Catholic schools in this country than there were in 1982-83. School declines in recent years have been as follows:

	Elementary		Secondary		Total	
	Schools	%	Schools	%	Schools	%
1977-78	77	0.9	30	1.8	107	0.9
1978-79	45	0.6	29	1.8	74	0.8
1979-80	59	0.7	24	1.5	83	0.9
1980-81	57	0.7	24	1.5	81	0.8
1981-82	47	0.6	18	1.2	65	0.7
1982-83	46	0.6	16	1.1	62	0.5
1983-84	13	0.2	18	1.2	31	0.3

The (31) schools closed in 1983-84 were the fewest since the mid-1960's. In the past seven years, 503 schools have closed or consolidated, an average of 72 annually. Such a level actually reflects a kind of stabilization, since 509 schools closed or consolidated in 1971-72 alone, the highpoint of the reversals which began in 1965-66.

Large scale reviews of diocesan school systems have been completed, and obvious closings or consolidations have been effected. Administrative and budget procedures have become more sophisticated. The drastic movement of people from city to suburbs has slowed, a significant factor since most Catholic schools were built in the cities. Most important of all, Catholic parents and students continue to enthusiastically support Catholic schools. Proponents of Catholic education have borne higher tuitions and more intensive development and fundraising efforts in order to retain schools.

Regional Changes

NCEA statistically divides the nation into the following six geographical regions:

New England -	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
Mideast -	Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania
Great Lakes -	Illinois, Indiana, Michigan, Ohio, Wisconsin
Plains -	Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota
Southeast -	Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia
West/Far West -	Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, Wyoming

Table 2 shows the percentage of schools in each region and what has happened since 1967-68. The Mideast and Great Lakes regions comprise about 55% of all Catholic schools. The Mideast, Southeast, and West show a higher percentage of the nation's Catholic schools today than they did in the 1960's. New England and the Plains regions have a smaller percentage.

Table No. 1
Elementary and Secondary Schools--by Region
1979-80 thru 1983-84

Elementary	1979-80	1980-81	1981-82	1982-83	1983-84
New England	551	548	541	544	545
Mideast	2,394	2,361	2,316	2,301	2,293
Great Lakes	2,160	2,147	2,135	2,113	2,111
Plains	904	901	898	897	889
Southeast	853	848	861	847	854
West/Far West	1,238	1,238	1,245	1,248	1,245
United States	8,100	8,043	7,996	7,950	7,937
Secondary					
New England	133	129	126	124	124
Mideast	447	438	430	429	421
Great Lakes	331	327	322	316	309
Plains	172	169	169	168	165
Southeast	198	197	194	194	192
West/Far West	259	256	257	251	253
United States	1,540	1,516	1,498	1,482	1,464
All Schools					
New England	684	677	667	668	669
Mideast	2,841	2,799	2,746	2,730	2,714
Great Lakes	2,491	2,474	2,457	2,429	2,420
Plains	1,076	1,070	1,067	1,065	1,054
Southeast	1,051	1,045	1,055	1,041	1,046
West/Far West	1,497	1,494	1,502	1,499	1,498
United States	9,640	9,559	9,494	9,432	9,401

Table No. 2
Percentage of Schools--by Region
1967-68 and 1983-84

	Elementary		Secondary		All Schools	
	1967-68	1983-84	1967-68	1983-84	1967-68	1983-84
New England	8.6%	6.9%	10.5%	8.5%	8.9%	7.1%
Mideast	27.7	28.9	27.4	28.7	27.7	28.9
Great Lakes	26.3	26.6	22.2	21.1	25.6	25.8
Plains	12.6	11.2	12.1	11.3	12.5	11.2
Southeast	9.9	10.7	11.5	13.1	10.2	11.1
West/Far West	14.9	15.7	16.3	17.3	15.1	15.9
United States	100.0	100.0	100.0	100.0	100.0	100.0

Types of Schools

It may be helpful to look at Catholic schools in regard to types, location, and size. As for types, schools can be classified according to ownership and administration. As Table 3 shows, most elementary schools are single-parish schools. Secondary schools are administered and financed in several ways: by a single parish, by several parishes, by the diocese, or by a particular religious community. The following illustrates what has happened since the 1960's:

	Elementary		Secondary	
	1968-69	1983-84	1968-69	1983-84
Single-Parish	94.2%	85.4%	26.3%	14.6%
Inter-Parish	2.0	6.4	10.9	11.4
Diocesan	.4	4.2	24.4	35.5
Private	3.4	4.0	38.4	38.5
Total	100.0	100.0	100.0	100.0

The percentage of single-parish elementary schools has declined, but is still 85.4% of the total in 1983-84. When elementary schools could not continue alone, they either closed, consolidated with a nearby parish, or were operated by the diocese. As for secondary schools, single-parish schools are a much smaller percentage today (14.6%). Diocesan high schools now comprise 35.5% of the total, but high schools sponsored by religious communities continue to represent the largest number (563) and share (38.5%).

Location of Schools

The following points out where Catholic schools are located and some of the changes since 1968-69:

	Elementary		Secondary	
	1968-69	1983-84	1968-69	1983-84
Urban	44.9%	47.4%	51.7%	57.8%
Suburban	25.6	25.2	26.8	24.5
Rural	29.5	27.4	21.5	17.7
	100.0	100.0	100.0	100.0

The percentage of urban schools has increased for both elementary and secondary schools. The share of suburban elementary schools has remained about the same, while secondary has declined. The percentage of rural schools is significantly less today, perhaps because rural schools face problems which do not lend themselves to solutions available to more populated areas, e.g. consolidations. Table 4 gives further information.

Enrollment Sizes

As Table 5 shows, about 89% of all Catholic elementary schools had less than 500 pupils in 1980-81. Secondary schools were more evenly distributed over various enrollment ranges. The following summarizes some of the changes:

	Elementary		Secondary	
	1975-76	1980-81	1975-76	1980-81
Less than 500	84.3%	88.9%	57.0%	52.9%
Over 500	15.7	11.1	43.0	47.1
	100.0	100.0	100.0	100.0

An increasing percentage of elementary schools have less than 500 pupils, while an increasing percentage of secondary schools exceed 500 pupils.

Table No. 3
Types of Schools
1968-69 thru 1983-84

	1968-69		1973-74		1983-84	
Elementary	No.	%	No.	%	No.	%
Parish	9,524	94.2	7,715	90.1	6,779	85.4
Inter-Parish	203	2.0	420	4.9	508	6.4
Diocesan	39	0.4	114	1.3	333	4.2
Private	347	3.4	320	3.7	317	4.0
Total	10,113	100.0	8,569	100.0	7,937	100.0
Secondary						
Parish	577	26.3	326	18.9	214	14.6
Inter-Parish	238	10.9	196	11.3	167	11.4
Diocesan	536	24.4	518	30.0	520	35.5
Private	841	38.4	688	39.8	563	38.5
Total	2,192	100.0	1,728	100.0	1,464	100.0

Table No. 4
Location of Schools
1968-69 thru 1983-84

	1968-69		1973-74		1983-84	
Elementary	No.	%	No.	%	No.	%
Urban	4,541	44.9	3,997	46.6	3,762	47.4
Suburban	2,589	25.6	2,190	25.6	2,000	25.2
Rural	2,983	29.5	2,382	27.8	2,175	27.4
Total	10,113	100.0	8,569	100.0	7,937	100.0
Secondary						
Urban	1,134	51.7	921	53.3	846	57.8
Suburban	587	26.8	473	27.4	359	24.5
Rural	471	21.5	334	19.3	259	17.7
Total	2,192	100.0	1,728	100.0	1,464	100.0

Table No. 5
Catholic Schools by Enrollment Size
1975-76 and 1980-81

	Elementary				Secondary			
	1975-76		1980-81		1975-76		1980-81	
	No.	%	No.	%	No.	%	No.	%
Under 300	4,947	59.4	5,292	65.8	514	31.2	462	30.5
301-500	2,074	24.9	1,858	23.1	425	25.3	340	22.4
501-750	958	11.5	748	9.3	331	20.1	317	20.9
751-1,000	258	3.1	121	1.5	194	11.8	203	13.4
Over 1,000	92	1.1	24	.3	183	11.1	194	12.8
All Schools	8,329	100.0	8,043	100.0	1,647	100.0	1,516	100.0

Source: **School Marketing Services**, 1975-76, Curriculum Information Center
Research Department, 1980-81, Market Data Retrieval

Student Enrollment

In 1983-84, Catholic elementary and secondary total enrollment declined from 3,026,000 to 2,968,000, a decrease of 58,000 pupils, or 1.9%. The following are the enrollment declines since the mid-1970's:

	Elementary		Secondary		Total	
	Pupils	%	Pupils	%	Pupils	%
1976-77	42,000	1.7	8,000	0.9	50,000	1.5
1977-78	62,000	2.5	14,000	1.6	76,000	2.3
1978-79	56,000	2.2	15,000	1.7	71,000	2.2
1979-80	72,000	3.0	7,000	0.8	79,000	2.4
1980-81	24,000	1.1	9,000	1.1	33,000	1.1
1981-82	3,000	0.1	9,000	1.1	12,000	0.4
1982-83	41,000	1.8	27,000	3.3	68,000	2.2
1983-34	45,000	2.0	13,000	1.6	58,000	1.9

Catholic school enrollments may well be into a third stage. The dramatic enrollment losses of the 1965-66 to 1971-72 period could be considered the first stage. By the mid-1970's, however, enrollments had leveled off to an almost predictable decline, even to the minimal changes of 1981-82.

The enrollment declines of 1982-83 and 1983-84 may be signaling that the national trend regarding the fewer number of school-age children is creating a third stage in which that trend is the key factor. The number of elementary school-age children (5-13) has been declining and is not expected to stabilize until 1986. The number of secondary school-age children is not expected to stop declining until at least 1990.

Enrollment Characteristics

Many enrollment characteristics have been described in previous NCEA publications. For specific topics and years, you are urged to consult them. Comments may be helpful, however, on two items usually of special interest: the percentage of Catholics in Catholic schools and the enrollment by grade levels.

The percentage of Catholics can be summarized by the following:

	1969-70		1982-83	
	Cath.	Non-Cath.	Cath.	Non-Cath.
Elementary pupils	97.2%	2.8%	89.6%	10.4%
Secondary pupils	97.4	2.6	88.8	11.2
All schools	97.3	2.7	89.4	10.6

Most Catholic school students are Catholic, but it is also clear that the percentages of non-Catholics is increasing, from 2.7% in 1969-70 to 10.6% in 1982-83. Elementary schools had the higher percentage of non-Catholics in 1969-70, but by 1982-83 secondary schools had increased to 11.2%.

In regard to enrollment by grade levels, the latest data is for 1982-83. This NCEA published data indicated that Catholic school enrollments are evenly distributed and reflect a stable pattern throughout grades 1-12. The fall-off in grades 6-8 is no longer present, nor are the relatively small grade 1-2 percentages of 1973-74, when some schools were closing the early grades. Catholic schools have never really left the 1-8 elementary and 9-12 secondary structure.

Tables 6 and 7 show enrollments and enrollment percentages by geographic region. Over 57% of all Catholic school pupils are in the Mideast and Great Lakes region.

Table No. 6
Enrollment by Region--Thousands of Pupils
1979-80 thru 1983-84

Elementary	1979-80	1980-81	1981-82	1982-83	1983-84
New England	146	144	148	146	143
Mideast	755	739	736	709	689
Great Lakes	604	599	590	581	572
Plains	201	199	199	198	196
Southeast	250	250	252	253	248
West/Far West	337	338	341	338	332
United States	2,293	2,269	2,266	2,225	2,180
Secondary					
New England	68	68	69	67	66
Mideast	279	276	272	263	257
Great Lakes	208	205	198	195	192
Plains	73	71	70	66	64
Southeast	93	92	92	87	87
West/Far West	125	125	127	123	122
United States	846	837	828	801	788
All Schools					
New England	214	212	217	213	209
Mideast	1,034	1,015	1,008	972	946
Great Lakes	812	804	788	776	764
Plains	274	270	269	264	260
Southeast	343	342	344	340	335
West/Far West	462	463	468	461	454
United States	3,139	3,106	3,094	3,026	2,968

Table No. 7
Enrollment by Region--by Percentages
1979-80 thru 1983-84

Elementary	1979-80	1980-81	1981-82	1982-83	1983-84
New England	6.4%	6.3%	6.5%	6.6%	6.6%
Mideast	32.9	32.6	32.5	31.8	31.6
Great Lakes	26.3	26.4	26.0	26.1	26.2
Plains	8.8	8.8	8.8	8.9	9.0
Southeast	10.9	11.0	11.1	11.4	11.4
West/Far West	14.7	14.9	15.1	15.2	15.2
United States	100.0	100.0	100.0	100.0	100.0
Secondary					
New England	8.0%	8.1%	8.4%	8.4%	8.4%
Mideast	33.0	32.9	32.9	32.8	32.6
Great Lakes	24.6	24.6	23.9	24.3	24.4
Plains	8.6	8.5	8.4	8.2	8.1
Southeast	11.0	11.0	11.1	10.9	11.0
West/Far West	14.8	14.9	15.3	15.4	15.5
United States	100.0	100.0	100.0	100.0	100.0
All Schools					
New England	6.8%	6.8%	7.0%	7.1%	7.1%
Mideast	33.0	32.7	32.6	32.1	31.9
Great Lakes	25.9	25.9	25.5	25.6	25.7
Plains	8.7	8.7	8.7	8.7	8.7
Southeast	10.9	11.0	11.1	11.2	11.3
West/Far West	14.7	14.9	15.1	15.3	15.3
United States	100.0	100.0	100.0	100.0	100.0

Enrollment in Key States

As Table 8 shows, ten states account for almost 70% of Catholic school enrollment. The first five states (New York, Pennsylvania, Illinois, California, Ohio) comprise almost half (49.9%) of the enrollment. In many ways, this is merely a reflection of national population statistics. These five states, plus Texas, constitute the six most populous states, although in different order. Michigan ranks eighth in state population. There are exceptions, notably Louisiana as the nineteenth most populated state and Wisconsin as the sixteenth, but both with high Catholic school enrollments. Louisiana, Wisconsin, New Jersey, and Massachusetts seem to indicate the influence of early Catholic cultures.

These ten states generally dictate the national trends. In 1983-84, the (40,100) decline in these states was 68% of the national (58,300). New York, New Jersey, Pennsylvania, and Illinois represented 50% (29,000) of the national decline. Massachusetts (400) lost very few pupils in 1983-84.

Catholic school enrollments have declined 137,400 since 1980-81, and these ten states have accounted for 104,000 (75%). On this basis, the larger states seem to be experiencing slightly greater percentage declines than the others.

Enrollment in Key Dioceses

Catholic school enrollment is also concentrated in certain dioceses. It should be remembered that dioceses are larger than the metropolitan area they are named after, although most of the enrollment in these twenty largest actually does come from the major city of that diocese.

The largest (20) dioceses serve more than half of all the pupils. In 1983-84, the (32,200) decline in these dioceses reflected 54% of the national (58,000) decline. Since these dioceses represent large urban areas, the enrollment trends of the past two decades are entwined with the economic, social, and cultural problems of that period. More will be said about Catholic education and minority groups. For the present, it is only necessary to point out that the major part of the enrollment in Catholic schools is located in twenty cities pivotal to the American culture. The largest five dioceses (Chicago, Philadelphia, New York, Brooklyn, and Los Angeles) comprise almost one-quarter of the national Catholic enrollment.

As for particular dioceses, Boston was the only diocese to hold its 1982-83 level. Chicago, Philadelphia, Brooklyn, and New York declined substantially. Four of the largest dioceses are in the state of New York, producing the large state decline. Enrollment losses were very slight in several dioceses, e.g. Cincinnati, St. Paul-Minneapolis, Los Angeles, Baltimore, Detroit, St. Louis, New Orleans.

In 1981-82, six dioceses increased their enrollment over 1980-81, i.e. Boston, Chicago, Rockville Centre, Miami, Los Angeles, New Orleans. In 1982-83, with the exception of Ohio and its major dioceses, each state and diocese reported enrollment losses. In 1983-84, every major state and diocese reported enrollment declines. As pointed out earlier, Catholic school enrollments are probably being seriously affected by the decline in the number of school-age children.

Table No. 8
Student Enrollment--Ten Largest States
1980-81, 1982-83, 1983-84

		1980-81	1982-83	1983-84	1983-84 Decrease
1.	New York	418,500	396,400	382,900	13,500
2.	Pennsylvania	312,300	302,500	296,700	5,800
3.	Illinois	275,600	269,700	264,400	5,300
4.	California	261,200	260,200	257,600	2,600
5.	Ohio	226,600	214,900	212,400	2,500
6.	New Jersey	188,900	180,400	175,900	4,500
7.	Michigan	130,300	127,700	126,300	1,400
8.	Louisiana	109,600	110,000	108,500	1,500
9.	Massachusetts	103,500	107,000	106,600	400
10.	Wisconsin	108,500	101,900	99,300	2,600
	Largest States	2,135,000	2,070,700	2,030,300	40,100
	United States	3,106,000	3,027,000	2,963,700	
	Percent....	68.7%	68.4%	68.4%	

Table No. 9
Student Enrollment--Twenty Largest Dioceses
1980-81, 1982-83, 1983-84

		1980-81	1982-83	1983-84	1983-84 Decrease
1.	Chicago	187,800	183,500	178,700	4,800
2.	Philadelphia	167,800	163,200	159,800	3,400
3.	New York	135,800	129,700	125,800	3,900
4.	Los Angeles	110,900	110,500	109,800	700
5.	Brooklyn	116,100	111,700	107,400	4,300
6.	Detroit	82,700	80,800	79,900	900
7.	Cleveland	83,700	80,800	78,800	2,000
8.	Newark	81,300	76,200	74,100	2,100
9.	Boston	69,900	71,500	71,500	-----
10.	St. Louis	67,900	66,700	65,300	900
11.	New Orleans	61,400	60,700	60,400	300
12.	Cincinnati	59,500	56,900	56,500	400
13.	Milwaukee	55,200	51,500	50,100	1,400
14.	Rockville Centre	50,500	49,200	47,600	1,600
15.	Pittsburgh	48,400	46,400	45,400	1,000
16.	Baltimore	42,100	41,300	40,600	700
17.	St. Paul-Minneapolis	40,400	39,400	38,800	600
18.	Buffalo	42,400	39,400	37,900	1,500
19.	Miami	36,900	37,100	36,100	1,000
20.	Washington, D.C.	36,800	36,300	35,600	700
	Largest Diocese	1,577,500	1,532,800	1,500,600	32,200
	All Dioceses	3,106,000	3,027,000	2,968,700	
	Percent....	50.8%	50.6%	50.5%	

Ethnic Minorities

The role and contribution of Catholic schools in ethnic minority education has been and remains extremely important. Most Catholic schools were built in major cities and the large dioceses have made an outstanding effort to keep urban schools open. The rural schools, not the urban, have closed at the faster rate.

The ability of Catholic schools to help minority education has been complicated by the explosion of many factors within their own traditional system, e.g. the large declines in the number of religious community members, inflation, the increase in lay teacher salaries, the movement of so many people to the suburbs in the 1960's. Through it all, however, the statistics indicate that Catholic schools remain integrally involved with minority education and urban problems in this country.

It is reasonable to remember that Catholic schools naturally tend to service those who support the schools, since no public revenues, not even their own, are distributed to them. Also, Christian doctrine culturally attracts one ethnic group rather than another. For example, the Black, Indian, and Oriental races have not historically embraced the Catholic religion, while the Spanish culture has a tradition of many centuries.

Minority Enrollment Trends

The most recently analyzed minority enrollment data is for 1982-83. Current 1983-84 data is being reported and studied. As tables 10 and 11 show, the percentage of ethnic minority students in Catholic elementary and secondary schools combined has increased from 10.8% in 1970-71 to 18.4% in 1980-81, and to 20.4% in 1982-83. Primarily, this reflects increased Hispanic and Black enrollments:

	1970-71	1982-83	Increase
Hispanic	216,500	274,700	58,200
Black	209,500	266,200	56,700
Asian	23,500	63,600	40,100

Asian American enrollments have also increased significantly, by 40,100 pupils between 1970-71 and 1982-83. Only the American Indian enrollment has declined. These minority estimates are based upon 96% of total 1982-83 enrollment, the strongest reporting to NCEA by dioceses in many years.

Comparison of Elementary and Secondary

Of the 615,200 students from major minorities in Catholic schools in 1982-83, about 484,500 were in elementary schools and 130,700 in high schools. The following figures describe these enrollments:

	Elementary		Secondary	
	1970-71	1982-83	1970-71	1982-83
Hispanic	177,900	216,800	38,600	57,900
Black	172,000	208,800	37,500	57,400
Asian	18,300	51,300	5,200	12,300
Indian	18,000	7,600	2,400	3,100
Total	386,200	484,500	83,700	130,700

Catholic elementary schools have 73% of total Catholic enrollment and 78% of the minority students, so the elementary level serves a slightly higher share of ethnic minority students in Catholic schools than the secondary level. While the number of American Indian pupils has declined substantially on the elementary level, there were a few hundred more secondary students in 1982-83.

Table No. 10
Catholic School Enrollment--by Ethnic Background
1970-71, 1980-81, 1982-83

Elementary	1970-71	1980-81	1982-83
Black Americans	172,000	200,300	208,800
Hispanic Americans	177,900	199,300	216,800
Asian Americans	13,300	42,000	51,300
American Indians	18,000	7,300	7,600
All Others	2,969,300	1,820,400	1,740,400
Total	3,355,500	2,269,300	2,224,900
Secondary			
Black Americans	37,500	52,600	57,400
Hispanic Americans	38,600	56,700	57,900
Asian Americans	5,200	10,100	12,300
American Indians	2,400	2,400	3,100
All Others	924,400	715,200	670,600
Total	1,008,100	837,000	801,300
All Schools			
Black Americans	209,500	252,900	266,200
Hispanic Americans	216,500	256,000	274,700
Asian Americans	23,500	52,100	63,600
American Indians	20,400	9,700	10,700
All Others	3,893,700	2,535,600	2,411,000
Total	4,363,600	3,106,300	3,026,200

Table No. 11
Catholic School Ethnic Enrollment--by Percentages
1970-71, 1980-81, 1982-83

Elementary	1970-71	1980-81	1982-83
Black Americans	5.1%	8.8%	9.4%
Hispanic Americans	5.3	8.8	9.7
Asian Americans	0.5	1.9	2.3
American Indians	0.5	0.3	0.4
All Others	88.6	80.2	78.2
Total	100.0%	100.0%	100.0%
Secondary			
Black Americans	3.7%	6.3%	7.2%
Hispanic Americans	3.8	6.8	7.2
Asian Americans	0.5	1.2	1.5
American Indians	0.2	0.3	0.4
All Others	91.8	85.4	83.7
Total	100.0%	100.0%	100.0%
All Schools			
Black Americans	4.8%	8.1%	8.8%
Hispanic Americans	5.0	8.3	9.1
Asian Americans	0.5	1.7	2.1
American Indians	0.5	0.3	0.4
All Others	89.2	81.6	79.6
Total	100.0%	100.0%	100.0%

Professional Staff

Catholic schools and enrollments have become accustomed to change. However, the faculties in Catholic schools have undergone even more radical adjustments. The most dramatic change is the shift from religious to lay staff. In general, parents and students have accepted today's predominantly lay staff, and this does not seem to present academic or administrative problems.

Total Staff and Pupil/Teacher Ratios

In 1983-84, the total full-time Catholic school teaching staff was 146,913 (Table 12). There are about 98,000 elementary and 48,000 secondary teachers. For the third consecutive year, this staff increased about 400 teachers.

This increase reflects in great part the continuing efforts to improve staff and class sizes. The following compares national Catholic school pupil/teacher ratios since the beginning of the NCEA Data Bank:

	Pupils/Teacher	
	Elementary	Secondary
1968-69	31.3	19.2
1973-74	26.4	17.7
1978-79	24.0	17.2
1979-80	23.5	17.1
1980-81	23.5	17.1
1981-82	23.4	16.8
1982-83	22.9	16.3
1983-84	22.1	16.3

The ratio in elementary schools has lowered from 31 students per full-time teacher in 1968-69 to 22 in 1983-84. The pupil/teacher ratio was a respectable 19.2 in Catholic secondary schools in 1968-69, and has lowered to 16.3 in 1983-84.

Ratio of Religious/Lay

Lay teachers continue to replace sisters, brothers, and priests in Catholic schools. Today the lay staff holds almost the same majority that religious held in the 1960's.

	Elementary			Secondary		
	Staff	Religious	Lay	Staff	Religious	Lay
Fall, 1976	100,000	33.9%	66.1%	50,600	36.7%	63.3%
1977	99,700	31.6	68.4	50,900	35.1	64.9
1978	98,500	29.4	70.6	49,400	33.4	66.6
1979	97,700	28.0	72.0	49,600	31.0	69.0
1980	96,700	25.8	74.2	49,000	29.5	70.5
1981	96,800	24.6	75.4	49,300	28.1	71.9
1982	97,500	22.7	77.3	49,000	26.5	73.5
1983	98,600	21.2	78.8	48,300	25.7	74.3

Catholic elementary and secondary schools seem to function well with today's predominantly lay staff. The loss of so many religious community members and clergymen has certainly created new needs and problems for Catholic schools, but it has not, as some had predicted, resulted in the demise of the system.

Table No. 12
Full-Time Teaching Staff
1979-80 thru 1983-84

Elementary	1979-80	1980-81	1981-82	1982-83	1983-84
Sisters	26,868	24,454	23,289	21,597	20,399
Male Religious	500	444	577	515	508
Lay Teachers	70,356	71,841	72,981	75,225	77,684
Total	97,724	96,739	96,847	97,337	98,591
Secondary					
Sisters	9,814	9,170	8,738	8,016	7,728
Male Religious	5,550	5,306	5,139	4,992	4,683
Lay Teachers	34,206	34,562	35,448	36,115	35,911
Total	49,570	49,038	49,325	49,123	48,322
All Schools					
Sisters	36,682	33,624	32,027	29,613	28,127
Male Religious	6,050	5,750	5,716	5,507	5,191
Lay Teachers	104,562	106,403	108,429	111,340	113,595
Total	147,294	145,777	146,172	146,460	146,913

Table No. 13
Full-Time Teaching Staff--by Percentage
1978-79 thru 1982-83

Elementary	1979-80	1980-81	1981-82	1982-83	1983-84
Sisters	27.5%	25.3%	24.0%	22.2%	20.7%
Male Religious	.5	.5	.6	.5	.5
Lay Teachers	72.0	74.2	75.4	77.3	78.8
Total	100.0	100.0	100.0	100.0	100.0
Secondary					
Sisters	19.8%	18.7%	17.7%	16.3%	16.0%
Male Religious	11.2	10.8	10.4	10.2	9.7
Lay Teachers	69.0	70.5	71.9	73.5	74.3
Total	100.0	100.0	100.0	100.0	100.0
All Schools					
Sisters	24.9%	23.1%	21.9%	20.2%	19.2%
Male Religious	4.1	3.9	3.9	3.8	3.5
Lay Teachers	71.0	73.0	74.2	76.0	77.3
Total	100.0	100.0	100.0	100.0	100.0

Copies of this publication may be obtained by writing:

Publication Sales
National Catholic Educational Association
Suite 100, 1077 30th Street, N.W.
Washington, DC 20007

FINANCIAL CONSULTING SERVICES
(Basic Principles of Business Management and Planning)

Richard J. Burke
Diocesan School Office
125 Market Street
Hartford, Ct. 06103

Normal costs involved are a daily consulting fee, travel costs, and a per diem living allowance.